



June 2008

DEPARTMENT OF EDUCATION
2007–2008 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State standards known as *Learning Results*, adopted by the Maine Legislature in 1997. These *Learning Results* established goals for what all students should know and be able to do at certain times in their school careers and are the basis for Grade Level/Span Expectations, which describe the assessment standards for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind Act*.

The 2007-2008 MEA summary reports contain the results of student achievement in reading and mathematics at all grades, science and technology at grades 4 and 8, and writing at grade 5 based on achievement standards set in 2006 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. The grade 5 writing reports provide information on a student's ability to respond to a prompt measuring narrative writing. More information about the design of the MEA is available at www.maine.gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the Maine Educational Assessment.

Sincerely,

Susan A. Gendron
Commissioner of Education



School Report Grade 3

Test Date: March 2008
Code: 12321621
SAU: MSAD 38
School: Etna-Dixmont School

Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

<i>Topic</i>	<i>Page</i>
Summary of Scores	2
Summary of Student Participation	3
English Language Arts – Reading Results	4-6
Mathematics Results	7-9

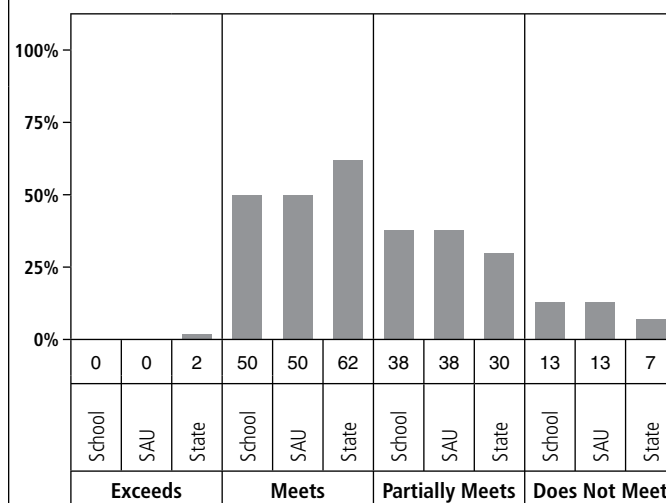
SUMMARY OF SCORES

Test Date: March 2008
Grade: 3
SAU: MSAD 38
School: Etna-Dixmont School

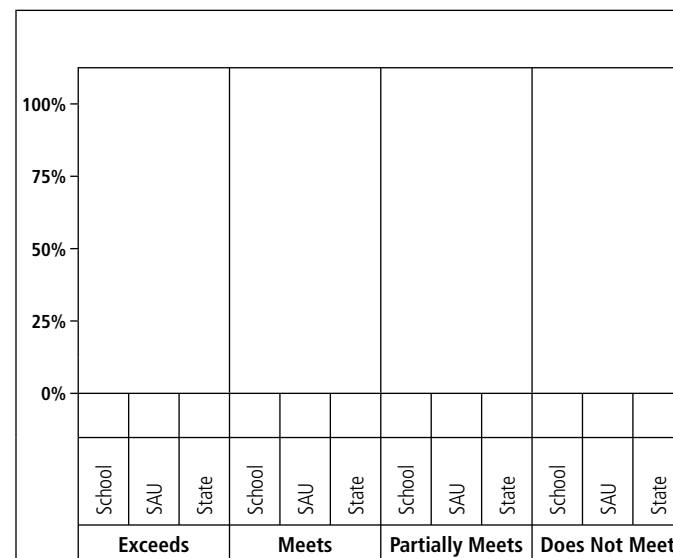
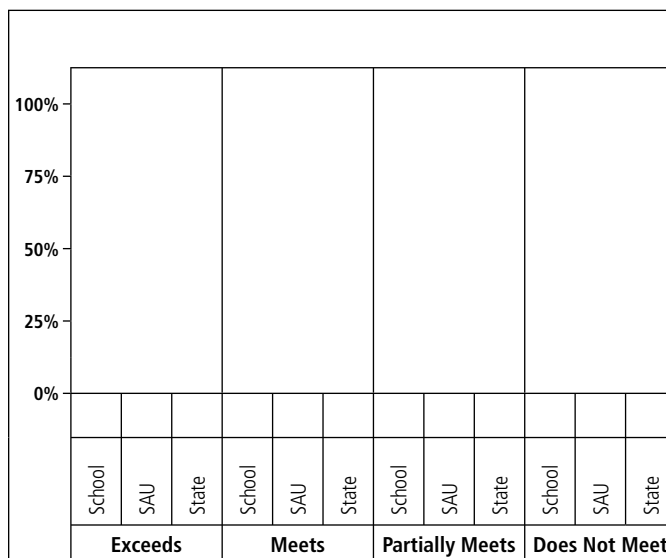
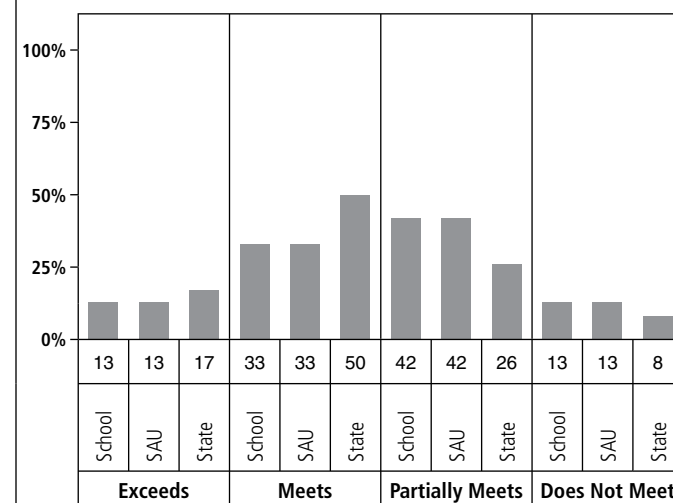
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2005–2006	342	342	345
2006–2007	344	344	345
2007–2008	342	342	344
Cum. Avg. *	343	343	345
Mathematics			
2005–2006	339	338	344
2006–2007	345	345	347
2007–2008	341	341	347
Cum. Avg. *	342	341	346

ELA – READING



MATHEMATICS



*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2008
 Grade: 3
 SAU: MSAD 38
 School: Etna-Dixmont School

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																							
							ELA-Reading						Mathematics																	
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	24	100	24	100	13803	100	24	100	24	100	13714	99	24	100	24	100	13710	99												
Ethnicity African American/Black	0	0	0	0	399	3	0	0	0	0	391	98	0	0	0	0	392	98												
American Indian or Native Alaskan	0	0	0	0	116	1	0	0	0	0	114	99	0	0	0	0	114	99												
Asian or Pacific Islander	0	0	0	0	210	2	0	0	0	0	205	98	0	0	0	0	206	98												
Hispanic	1	4	1	4	162	1	1	100	1	100	158	98	1	100	1	100	159	98												
Caucasian/White	23	96	23	96	12916	94	23	100	23	100	12846	100	23	100	23	100	12839	99												
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0												
Identified disability	4	17	4	17	2358	17	4	100	4	100	2333	99	4	100	4	100	2329	99												
Current LEP	0	0	0	0	371	3	0	0	0	0	357	96	0	0	0	0	361	98												
Economically disadvantaged	8	33	8	33	5584	40	8	100	8	100	5535	99	8	100	8	100	5530	99												
Migrant	0	0	0	0	5	0	0	0	0	0	5	100	0	0	0	0	5	100												

MODE OF PARTICIPATION ³	ELA-Reading						Mathematics																	
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	20	83	20	83	10650	77	20	83	20	83	10678	77												
Identified disability (PET/IEP)	1	5	1	5	475	4	1	5	1	5	479	4												
LEP	0	0	0	0	151	1	0	0	0	0	149	1												
504 plan	0	0	0	0	83	1	0	0	0	0	85	1												
Participation with accommodations	4	17	4	17	2936	21	4	17	4	17	2911	21												
Identified disability (PET/IEP)	3	75	3	75	1735	59	3	75	3	75	1729	59												
LEP	0	0	0	0	197	7	0	0	0	0	208	7												
504 plan	0	0	0	0	49	2	0	0	0	0	47	2												
Other	1	25	1	25	986	34	1	25	1	25	958	33												
Participation through alternate assessment (PAAP)	0	0	0	0	123	1	0	0	0	0	121	1												
Identified disability (PET/IEP)	0	0	0	0	123	100	0	0	0	0	121	100												
LEP	0	0	0	0	4	3	0	0	0	0	4	3												
504 plan	0	0	0	0	0	0	0	0	0	0	0	0												
Approved non-participation in reading – 1st year LEP	0	0	0	0	5	0																		
Approved non-participation – special consideration	0	0	0	0	9	0	0	0	0	0	12	0												
Non-participation – other	0	0	0	0	80	1	0	0	0	0	81	1												

¹ Percents are the percentage of students enrolled in each participation category.

² Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

³ Percents are the percentage of students in each content area by mode.

ELA–READING RESULTS

Test Date: March 2008
Grade: 3
SAU: MSAD 38
School: Etna-Dixmont School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 361–380)	2005-2006	1	3	0	0	352	3
	2006-2007	0	0	0	0	332	2
	2007-2008	0	0	0	0	227	2
	Cum. Total*	1	1	0	0	911	2
Meets the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (scaled score 341–360)	2005-2006	16	48	15	48	8641	62
	2006-2007	19	63	19	63	8691	63
	2007-2008	12	50	12	50	8403	62
	Cum. Total*	47	54	46	54	25735	62
Partially Meets the Standards – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (scaled score 331–340)	2005-2006	12	36	12	39	3671	27
	2006-2007	10	33	10	33	3781	27
	2007-2008	9	38	9	38	4018	30
	Cum. Total*	31	36	31	36	11470	28
Does Not Meet the Standards – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (scaled score 300–330)	2005-2006	4	12	4	13	1163	8
	2006-2007	1	3	1	3	1021	7
	2007-2008	3	13	3	13	938	7
	Cum. Total*	8	9	8	9	3122	8

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Total Reading Cluster	46	100	24.9	54.1	24.9	54.1	27.6	60.0
Literary Text	23	50	12.7	55.2	12.7	55.2	14.1	61.3
Informational Text	23	50	12.2	53.0	12.2	53.0	13.5	58.7

The Maine *Learning Results* reading cluster includes Content Standards A (Process of Reading), B (Literature and Culture), and D (Informational Texts). The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Passages include both long and short texts, selected from developmentally appropriate works. Items on the MEA measure Grade Level Expectations, based on Maine’s 1997 *Learning Results*, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

ELA-READING RESULTS

(CONTINUED)

Test Date: March 2008
Grade: 3
SAU: MSAD 38
School: Etna-Dixmont School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	24	0	0	12	50	9	38	3	13	342	24	0	50	38	13	342	13586	2	62	30	7	344
Ethnicity																						
African American/Black	0										0						384	1	42	39	18	339
American Indian or Native Alaskan	0										0						113	2	50	42	5	343
Asian or Pacific Islander	0										0						203	1	60	31	8	344
Hispanic	1										1						158	1	52	36	11	342
Caucasian/White	23	0	0	11	48	9	39	3	13	342	23	0	48	39	13	342	12728	2	63	29	7	345
Not Reported	0										0						0					
Identified disability																						
Yes	4										4						2210	0	32	48	20	338
No	20	0	0	11	55	7	35	2	10	343	20	0	55	35	10	343	11376	2	68	26	4	346
Current LEP																						
Yes	0										0						348	1	36	45	19	339
No	24	0	0	12	50	9	38	3	13	342	24	0	50	38	13	342	13238	2	63	29	7	344
Economically disadvantaged																						
Yes	8	0	0	2	25	4	50	2	25	337	8	0	25	50	25	337	5450	1	49	39	11	341
No	16	0	0	10	63	5	31	1	6	344	16	0	63	31	6	344	8136	2	71	23	4	346
Migrant																						
Yes	0										0						5	0	80	20	0	343
No	24	0	0	12	50	9	38	3	13	342	24	0	50	38	13	342	13581	2	62	30	7	344
Gender																						
Female	6	0	0	4	67	1	17	1	17	343	6	0	67	17	17	343	6567	3	65	27	5	345
Male	18	0	0	8	44	8	44	2	11	341	18	0	44	44	11	341	7019	1	59	32	8	343
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	4										4						2004	0	37	49	14	339
No	20	0	0	11	55	7	35	2	10	343	20	0	55	35	10	343	11582	2	66	26	6	345
Gifted/talented program																						
Yes	0										0						125	11	87	2	0	355
No	24	0	0	12	50	9	38	3	13	342	24	0	50	38	13	342	13461	2	62	30	7	344

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA–READING RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008
Grade: 3
SAU: MSAD 38
School: Etna-Dixmont School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
		%	N	%	N	%	N	%	N													
How much homework do you do on school nights?																						
A. none	8	0	0	1	50	0	0	1	50	338	8	0	50	0	50	338	6	0	43	39	18	340
B. less than one hour	71	0	0	9	53	6	35	2	12	343	71	0	53	35	12	343	79	2	65	28	5	345
C. one to two hours	17	0	0	2	50	2	50	0	0	341	17	0	50	50	0	341	12	2	60	31	7	344
D. more than two hours	4	0	0	0	0	1	100	0	0	336	4	0	0	100	0	336	3	0	32	44	24	338
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?																						
A. The questions on the test match what I have learned in reading class.	13	0	0	0	0	3	100	0	0	338	13	0	0	100	0	338	29	3	62	28	7	345
B. They match some of what I have learned.	42	0	0	6	60	2	20	2	20	342	42	0	60	20	20	342	48	2	67	27	4	345
C. They match just a little of what I have learned.	33	0	0	4	50	3	38	1	13	342	33	0	50	38	13	342	15	1	56	34	9	343
D. There is no match.	13	0	0	2	67	1	33	0	0	344	13	0	67	33	0	344	8	0	44	40	16	340
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	67	0	0	9	56	4	25	3	19	341	67	0	56	25	19	341	42	3	67	24	6	346
B. good	25	0	0	3	50	3	50	0	0	344	25	0	50	50	0	344	46	1	62	32	5	344
C. fair	8	0	0	0	0	2	100	0	0	338	8	0	0	100	0	338	10	0	48	42	10	341
D. poor	0										0						2	0	30	43	28	336
How hard was the reading part of this test?																						
A. harder than my regular schoolwork	17	0	0	1	25	1	25	2	50	337	17	0	25	25	50	337	22	1	48	38	12	341
B. about the same as my regular schoolwork	58	0	0	7	50	6	43	1	7	341	58	0	50	43	7	341	57	2	68	26	4	346
C. easier than my regular schoolwork	25	0	0	4	67	2	33	0	0	346	25	0	67	33	0	346	21	1	61	30	8	344
How hard were the reading passages on this test?																						
A. Most of the passages were harder than what I normally read.	21	0	0	1	20	2	40	2	40	335	21	0	20	40	40	335	20	0	38	47	16	339
B. Most of the passages were about the same as what I normally read.	38	0	0	4	44	5	56	0	0	343	38	0	44	56	0	343	51	2	68	27	4	345
C. Most of the passages were easier than what I normally read.	42	0	0	7	70	2	20	1	10	344	42	0	70	20	10	344	29	3	69	23	6	346
How much time do you spend reading at home each day?																						
A. more than one hour	21	0	0	4	80	1	20	0	0	345	21	0	80	20	0	345	19	3	65	27	6	346
B. 20 minutes to an hour	25	0	0	2	33	3	50	1	17	340	25	0	33	50	17	340	47	2	68	25	5	346
C. less than 20 minutes	25	0	0	3	50	3	50	0	0	343	25	0	50	50	0	343	19	1	56	35	8	343
D. I rarely read at home.	29	0	0	3	43	2	29	2	29	339	29	0	43	29	29	339	14	0	47	40	12	341
How many pages do you read in school and to complete homework assignments?																						
A. five or fewer pages	42	0	0	5	50	5	50	0	0	343	42	0	50	50	0	343	28	1	56	33	9	343
B. six to ten pages	21	0	0	2	40	2	40	1	20	339	21	0	40	40	20	339	23	1	63	29	7	344
C. eleven or more pages	38	0	0	5	56	2	22	2	22	342	38	0	56	22	22	342	49	2	65	27	6	345
Optional school/SAU question																						
A.	33	0	0	3	38	4	50	1	13	340	33	0	38	50	13	340						
B.	25	0	0	4	67	1	17	1	17	341	25	0	67	17	17	341						
C.	17	0	0	1	25	2	50	1	25	338	17	0	25	50	25	338						
D.	25	0	0	4	67	2	33	0	0	346	25	0	67	33	0	346						

MATHEMATICS RESULTS

Test Date: March 2008
Grade: 3
SAU: MSAD 38
School: Etna-Dixmont School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (scaled score 361–380)	2005-2006	2	6	2	6	1295	9
	2006-2007	3	10	3	10	1985	14
	2007-2008	3	13	3	13	2277	17
	Cum. Total*	8	9	8	9	5557	13
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (scaled score 341–360)	2005-2006	13	39	11	35	6852	49
	2006-2007	18	60	18	60	6990	51
	2007-2008	8	33	8	33	6764	50
	Cum. Total*	39	45	37	44	20606	50
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (scaled score 325–340)	2005-2006	15	45	15	48	4081	29
	2006-2007	7	23	7	23	3673	27
	2007-2008	10	42	10	42	3504	26
	Cum. Total*	32	37	32	38	11258	27
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (scaled score 300–324)	2005-2006	3	9	3	10	1638	12
	2006-2007	2	7	2	7	1193	9
	2007-2008	3	13	3	13	1044	8
	Cum. Total*	8	9	8	9	3875	9

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Cluster 1: Numbers and Operations	15	31	7.2	48.0	7.2	48.0	9.2	61.3
Cluster 2: Shape and Size	14	29	9.7	69.3	9.7	69.3	10.0	71.4
Cluster 3: Mathematical Decision Making	5	10	2.9	58.0	2.9	58.0	3.2	64.0
Cluster 4: Patterns	14	29	8.4	60.0	8.4	60.0	9.0	64.3

- Cluster 1: Numbers and Operations**
A. Numbers and Number Sense
B. Computation
I. Discrete Mathematics (grades 3 and 4 only)
- Cluster 2: Shape and Size**
E. Geometry
F. Measurement
- Cluster 3: Mathematical Decision Making**
C. Data Analysis and Statistics
D. Probability
- Cluster 4: Patterns**
G. Patterns, Relations, and Functions
H. Algebra Concepts
K. Mathematical Communication

Each content standard in the clusters above is defined in Maine’s 1997 *Learning Results*, which are the basis for Grade Level Expectations. Each item on the MEA measures a grade level expectation, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.



MATHEMATICS RESULTS

(CONTINUED)

Test Date:	March 2008
Grade:	3
SAU:	MSAD 38
School:	Etna-Dixmont School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	24	3	13	8	33	10	42	3	13	341	24	13	33	42	13	341	13589	17	50	26	8	347
Ethnicity																						
African American/Black	0										0						390	10	30	32	28	337
American Indian or Native Alaskan	0										0						113	7	45	38	10	342
Asian or Pacific Islander	0										0						204	18	48	25	9	347
Hispanic	1										1						159	6	50	31	13	342
Caucasian/White	23	3	13	7	30	10	43	3	13	340	23	13	30	43	13	340	12723	17	50	25	7	348
Not Reported	0										0						0					
Identified disability																						
Yes	4										4						2208	6	35	37	21	338
No	20	3	15	6	30	9	45	2	10	342	20	15	30	45	10	342	11381	19	53	24	5	349
Current LEP																						
Yes	0										0						357	8	29	37	26	336
No	24	3	13	8	33	10	42	3	13	341	24	13	33	42	13	341	13232	17	50	25	7	348
Economically disadvantaged																						
Yes	8	0	0	2	25	4	50	2	25	330	8	0	25	50	25	330	5452	9	45	33	12	343
No	16	3	19	6	38	6	38	1	6	347	16	19	38	38	6	347	8137	22	53	21	4	350
Migrant																						
Yes	0										0						5	0	40	40	20	337
No	24	3	13	8	33	10	42	3	13	341	24	13	33	42	13	341	13584	17	50	26	8	347
Gender																						
Female	6	0	0	1	17	4	67	1	17	335	6	0	17	67	17	335	6565	15	49	27	8	347
Male	18	3	17	7	39	6	33	2	11	343	18	17	39	33	11	343	7024	18	50	24	7	348
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	4										4						2004	5	39	41	15	339
No	20	2	10	8	40	8	40	2	10	342	20	10	40	40	10	342	11585	19	52	23	6	349
Gifted/talented program																						
Yes	0										0						125	70	30	0	0	366
No	24	3	13	8	33	10	42	3	13	341	24	13	33	42	13	341	13464	16	50	26	8	347

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

MATHEMATICS RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008
Grade: 3
SAU: MSAD 38
School: Etna-Dixmont School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	8	0	0	1	50	0	0	1	50	324	8	0	50	0	50	324	6	9	40	33	18	340
B. less than one hour	71	3	18	5	29	7	41	2	12	343	71	18	29	41	12	343	79	18	52	24	6	348
C. one to two hours	17	0	0	2	50	2	50	0	0	344	17	0	50	50	0	344	12	16	48	27	8	347
D. more than two hours	4	0	0	0	0	1	100	0	0	330	4	0	0	100	0	330	3	7	26	37	29	335
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?																						
A. The questions on the test match what I have learned in mathematics class.	33	0	0	2	25	5	63	1	13	335	33	0	25	63	13	335	37	22	50	22	6	350
B. They match some of what I have learned.	38	3	33	3	33	3	33	0	0	351	38	33	33	33	0	351	46	16	53	25	6	348
C. They match just a little of what I have learned.	13	0	0	2	67	1	33	0	0	346	13	0	67	33	0	346	12	9	44	36	11	342
D. There is no match.	17	0	0	1	25	1	25	2	50	327	17	0	25	25	50	327	5	5	32	36	27	336
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	42	1	10	5	50	2	20	2	20	339	42	10	50	20	20	339	39	25	48	20	7	350
B. good	50	1	8	2	17	8	67	1	8	339	50	8	17	67	8	339	46	14	52	27	7	347
C. fair	8	1	50	1	50	0	0	0	0	360	8	50	50	0	0	360	12	8	49	35	9	343
D. poor	0										0						3	2	34	36	29	335
How hard was the mathematics part of this test?																						
A. harder than my regular schoolwork	21	1	20	1	20	2	40	1	20	339	21	20	20	40	20	339	17	7	41	35	17	340
B. about the same as my regular schoolwork	54	1	8	5	38	5	38	2	15	339	54	8	38	38	15	339	59	18	53	24	5	349
C. easier than my regular schoolwork	25	1	17	2	33	3	50	0	0	348	25	17	33	50	0	348	25	21	49	23	8	349
How often do you use hands-on materials in mathematics class?																						
A. almost every day	29	0	0	0	0	7	100	0	0	335	29	0	0	100	0	335	32	13	47	30	10	345
B. two or three days a week	33	1	13	4	50	2	25	1	13	344	33	13	50	25	13	344	30	20	52	23	5	349
C. two or three times each month	21	2	40	2	40	1	20	0	0	356	21	40	40	20	0	356	19	20	53	21	6	350
D. never or almost never	17	0	0	2	50	0	0	2	50	329	17	0	50	0	50	329	18	16	50	27	8	347
How often do you use calculators in mathematics class?																						
A. almost every day	0										0						7	5	34	40	20	338
B. two or three days a week	13	0	0	1	33	2	67	0	0	337	13	0	33	67	0	337	18	15	50	27	8	346
C. two or three times each month	29	0	0	3	43	4	57	0	0	343	29	0	43	57	0	343	28	21	53	21	4	350
D. never or almost never	58	3	21	4	29	4	29	3	21	341	58	21	29	29	21	341	47	17	50	25	7	347
On average, how many minutes a day do you spend working on mathematics in class?																						
A. less than 30 minutes	33	1	13	1	13	5	63	1	13	338	33	13	13	63	13	338	16	8	42	36	13	342
B. 30–45 minutes	38	1	11	6	67	0	0	2	22	341	38	11	67	0	22	341	30	14	53	26	7	347
C. 45–60 minutes	17	1	25	1	25	2	50	0	0	352	17	25	25	50	0	352	32	22	51	22	5	350
D. more than 60 minutes	13	0	0	0	0	3	100	0	0	335	13	0	0	100	0	335	22	20	49	23	7	349
Optional school/SAU question																						
A.	33	2	25	1	13	4	50	1	13	341	33	25	13	50	13	341						
B.	25	0	0	3	50	2	33	1	17	336	25	0	50	33	17	336						
C.	17	0	0	2	50	1	25	1	25	338	17	0	50	25	25	338						
D.	25	1	17	2	33	3	50	0	0	348	25	17	33	50	0	348						